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NOTES

GINN & CO. announce *The Captivi and Trinummus of Plautus*, edited, with introduction and notes by Professor E. P. Morris, of Yale University, ready this winter; also *The Alcestis of Euripides*, edited with an introduction and critical exegetical notes, by Hermann W. Hayley, instructor in Latin in Wesleyan University, Middletown, Conn., ready in the spring.

THE Department of Superintendence of the National Educational Association meets at Chattanooga, February 22-24. A very interesting programme has been prepared, which, together with the attractive surroundings, should insure a large attendance at this meeting.

THE proceedings of the meeting of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, held at Poughkeepsie, N. Y., during the Thanksgiving (1897) recess, will be published in full in an early number of the *SCHOOL REVIEW*.

GINN & CO. announce *A Guide to the Study of Fiction*, by Charity Dye, Teacher of English, High School, Indianapolis. This book is based upon the claim that fiction should have an equal place with poetry, the essay, oratory, and other discourse forms embodied in the curriculum of high schools.

MACMILLAN & COMPANY issue an admirable edition of *Horace* in one volume, containing the complete text of the author, and the substance of the introductions and notes contributed by Messrs. Page, Palmer, and Wilkins to the three-volume edition. Though the book contains 670 pages, it is not bulky, and the type is clear and beautiful.

TEACHERS of geography and physiography in Massachusetts will be grateful for the appearance of a monograph by Professor William Morris Davis, of Harvard, on the state map of Massachusetts as an aid to the study of geography in grammar and high schools. The monograph was prepared by the Massachusetts State Board of Education and was reprinted from the sixtieth annual report of that body.

THE College of Agriculture, Cornell University, is issuing a series of valuable teachers' leaflets for use in the public schools. These are planned to aid in nature study. No. 5, *Some Tent Makers*, and No. 7, *Hints on Making Collections of Insects*, by Anna Botsford Comstock, both contain much interesting matter with practical directions for elementary, entomological study. The two leaflets are handsomely illustrated.

THE *Faerie Queene*, by Edmund Spenser, is being edited by Kate M. Warren. The edition will be issued in six small volumes, each containing one book of the poem. Book I has appeared, and recommends itself for use as a text in secondary schools. The glossary is a very full one, and the notes are ample—too detailed, perhaps, for the more advanced student. The text is neat and well edited. (50c. The Macmillan Co.)

The Science Teacher, Vol. I, No. 1.—This periodical is to be published bi-monthly, or monthly if it seems advisable, and is to be devoted to the interest of science in secondary schools. The editor, Mr. A. T. Seymour, Dobbs Ferry, N. Y., invites the coöperation of all teachers of science in these schools, his object being to make his journal a medium through which new and helpful ideas may be made common property.

The first number, while showing haste in preparation, contains some interesting facts and suggestions. Subscription price is \$1 per year. W. H. R.

Social Life in Old Virginia before the War, by Thomas Nelson Page (\$1.50; Chas. Scribner's Sons), is an essay of great interest to students of American history. The author states that the chief aim of the book is to correct the ignorance of the outside world as to the real life of the South in the days before the Civil War. The slave question is touched upon, with the explanatory note that the picture of slavery drawn by Mrs. Stowe is not one which any Southerner would have stand as a final portrait of Southern life in slavery times. The author's style is always delightful, and the book is entertaining and instructive.

LITERARY ART; A HANDBOOK FOR ITS STUDY, by Harriet Noble, A.M. (\$1.00. Inland Publishing Co.) This work is highly recommended as a text-book for use in secondary schools, where too much attention is usually paid to the *theme* in literature and too little to the *art*, as this book presents it. "The purpose of the book is to recognize literary work as an art; to define the more essential properties of this art connectedly, and to exemplify their application in systematic analysis." To those schools which have not emphasized the importance of the artistic element in literature this work will prove of no little assistance.

HENRY HOLT & CO., will publish shortly *An Introduction to American Literature*, by Henry S. Pancoast. The book is written on the same plan as his stimulating *Introduction to English Literature*, which has been so well received. In the latter book he treated the principal authors at comparative length and made their personalities as vivid as possible, largely omitting lesser authors and works. He also showed the formative influence of history on literature. His new book is expected to retain these characteristics, and to clearly show the close relation of English and American literature. Carefully chosen lists of works to be read in connection with this book will be a helpful feature.

Selections from Plato: The Apology of Socrates; The Phaedo, edited by H. T. Nightingale (Ainsworth & Co., 30c.), is an attractive and inexpensive book for the high-school course in English. The edition is based on the translation of Taylor. The notes are few and clear. A good analysis of the argument precedes each selection. The editor's introduction calls proper attention to the great themes of life and death with which the text deals. This is the first Greek prose classic to be offered in shape for class use in the high schools. The advantages of introducing high-school pupils to these great masterpieces of human thought are obvious. Mr. Nightingale's book makes it possible to reap these advantages.

Physical Experiments, A Manual and Notebook, by A. P. Gage. Ginn & Company, publishers, 1897. This volume is quite different from the *Physical Laboratory Manual and Notebook* by the same author. The aim, as stated in the preface, is "to meet the needs of classes in which those pupils who do not expect to pursue their studies further than the high school greatly outnumber those who are fitting for college." It is interesting to note that to accomplish this purpose the author has cut down the number of experiments given in the earlier work, mentioned above, from over two hundred to about ninety, and has included in this list nearly all of the exercises required for admission to Harvard University.

Historic Houses and Spots in Cambridge, Massachusetts, and Near-by Towns, by J. W. Freese. Ginn & Company, publishers. In 144 pages is here presented the result of a dozen years' search for old houses and other monuments of local history in the author's neighborhood. Though the region covered is of small radius, yet its importance in colonial and revolutionary times gives to this book a value more than local. Forty-six reproductions of photographs set forth, with a clearness that no word-picturing can equal, gems of colonial architecture like the Lowell and the Craigie House, and scenes of patriotism like those commemorated by the statue of the Minutemen at Concord, and the Old Bowlder at Lexington. The Wayside Inn, the Washington Elm, Faneuil Hall, the Old South Church, the Old Manse, are some of the best known among the subjects of these views. The pictorial work is of high order and accompanying the illustrations are brief explanations. Descriptions are also given of many historic spots not shown by pictures, and many commemorative tablets are reproduced.

DURING the holidays the Commission on English Requirements met in Philadelphia to complete the work begun in New York city in May. Though the report of this committee is awaited with great anxiety by many teachers all over the country, the committee bound itself to secrecy, so that nothing can be given out for publication for an indefinite period. The reason for this, it seems, was that certain of the delegates felt that they were bound to

report to the association that sent them before any general public announcement of the findings of the committee could be made. If this idea were logically carried out, it would be impossible for the commission ever to accomplish anything. The various associations represented meet at different times of the year, their meetings practically covering the whole year. Before all the members could report to their respective associations, a year would pass by and part of the report become invalid. The delay is in every respect unfortunate. Star-chamber methods are out of place in our country at this time. Everything is to be gained and nothing lost by openness and frankness in all educational discussions. The only reasonable inferences from the committee's desire for secrecy are that they have done something of which they are ashamed, or have done nothing, of which they are ashamed.

CURRENT EDUCATIONAL LITERATURE

NUMBER AND ITS APPLICATION PSYCHOLOGICALLY CONSIDERED. By D. E. PHILLIPS. *The Pedagogical Seminary*, October 1897.

TEACHERS in general, and teachers of arithmetic in particular, have at least one trait in common with those whom the nature-study people call "our little neighbors." In the poultry close, when one fowl runs to a certain spot and pecks at the earth, forthwith the whole colony rushes to this new Klondike, and all begin to peck away vigorously. After a little even a hen's intelligence is acute enough to see that this spot is just as barren as is the rest of the enclosure, and so one by one the harem disperses, and assumes a peripatetic air until another fowl cry of "Eureka" is raised.

These cries and rushes, and false alarms do much good in the poultry yard. They give abundant exercise, and they make it certain that the field is well explored. Occasionally some philosophic fowl may take a perch and survey the whole field, and discover some spot which promises a genuine food supply. Then a real contribution to the stock of knowledge is made, but such cases are rare.

In arithmetic method the hue and cry has often been raised, and the mad rush has followed, and the excitement has been intense, until someone has asked, "Is this spot any less barren than the rest of the field?" and then one by one the assembled crowd vanishes away.

Such was the case when Grube was discovered, a man who had only two original ideas in his system, both bad. Such is the case every few years in Germany, where the soil is favorable to the sprouting of pedagogical schemes. One has but to run through the pages of some work like Unger's *Die Methodik der praktischen Arithmetik in historischer Entwicklung*, to appreciate how periodic is this discovery of the panacea. We have similar periods in America.